



2013-2014 ARCHIVE

Action Report

**OARK HIGH SCHOOL
GENERAL DELIVERY,OARK, AR 72852**

Action Report

For: ADE Scholastic Audit, AIP/IRI, Alignment, Collaboration, Equity, HQT-Section 2141, Iterim Measurable Objective (IMO), Parental Engagement, Priority Improvement Plan (PIP), Professional Development, Program Evaluation, School Improvement, SIF 1003(a) 10-11, SIF 1003(a) 11-12, SIF 1003(a) 12-13, SIF 1003(a) 13-14, SIF 1003(a) ARRA, SIF 1003(g) 08-09, SIF 1003(g) 10-11, Special Education, Targeted Improvement Plan (TIP), Technology Inclusion, Title I Schoolwide, Title I Target Assistance, Wellness.

Generated on August 9, 2014

Action Type: ADE Scholastic Audit

Priority 5: TIP Initiative

Goal: Scholastic Audit

Goal: Identify the systemic weaknesses of the school which helps create and sustain the gap between TAGG and non-TAGG and research solutions.

Action Type: AIP/IRI

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Action Type: Alignment

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Priority 4: Graduation Rate

Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Action Type: Collaboration

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Action Type: Equity

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Priority 4: Graduation Rate

Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Priority 4: Graduation Rate

Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Priority 5: TIP Initiative

Goal: All teachers will increase their knowledge of effective teaching strategies, deliver rigorous curricula align the curriculum to high stakes testing, research current best practice in education and time-on-task strategies to help each student reach high performance standards expectations.

Goal: Understand and apply Data Driven Instruction

Action Type: Program Evaluation

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

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Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Action Type: Title I Schoolwide

Priority 1: Literacy

Goal: All students will demonstrate an improvement in their reading and writing abilities.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Action Type: Title I Target Assistance

There is no data for the Action type "Title I Target Assistance".

Action Type: Wellness

Priority 3: Wellness

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Action Type: ADE Scholastic Audit

Priority 5:

NEEDS ASSESSMENT SUMMARY: Oark High School has been identified as a NEEDS IMPROVEMENT FOCUS SCHOOL. One assignment is developing a Targeted Improvement Plan (TIP) by the end of the first semester of the 2012 school year. We have empowered a school improvement committee which will work concurrently with

the ACSIP Leadership Team. We have reserved a Scholastic Audit during October and will use finding to finish the TIP.

Supporting Data:

Goal Scholastic Audit

Benchmark Scholastic Audit will observe Oark High School beginning October 21, 2012. Findings will then be included in the TIP

Intervention: Use findings from the Scholastic Audit to improve the teach/learn process and modify systems within Oark High School to ensure a quality education for students.				
Scientific Based Research: Breakthrough, Michael Fullan, Corwin Press, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School staff will implement findings/suggestions from the Scholastic Audit to improve student learning and increase performance of all systems. Action Type: ADE Scholastic Audit	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal Identify the systemic weaknesses of the school which helps create and sustain the gap between TAGG and non-TAGG and research solutions.

Benchmark A Scholastic Audit will be conducted during the week of October 21, 2012. Finding from the audit will be used to improve systems within Oark High School.

Intervention: Oark High School staff implement suggestions from the Scholastic Audit to improve systems within the school.				
Scientific Based Research: All Systems Go: The Change Imperative for Whole Systems Reform, Michael Fullan, Corwin Press, 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School staff will meet weekly between the exit meeting of the Scholastic Audit and Thanksgiving. Committies will be empowered to problem solve, develop, and recommend implementation action plans to address findings from the audit. Action Type: ADE Scholastic Audit	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Action Type: AIP/IRI

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal

All students will demonstrate an improvement in their reading and writing abilities.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

based on the in-depth review. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

- Supporting Data:
1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
 2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
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 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Alignment

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
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4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities.

Benchmark

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Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

reinforced. Teaching adjustments will be made based on the in-depth review. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Once interim assessments are given, teachers will enter a REFLECTION in their TLI alignment notes documenting specific areas of curriculum concern, areas of curriculum strength, and areas which there appear to be minimal to no instructional alignment. Action Type: Alignment	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments 	NSLA (State-281) - \$334.00 Materials & Supplies: NSLA (State-281) - \$4334.00 Purchased Services: <hr/> ACTION BUDGET: \$4668
TWO YEAR PLAN- As a matter of information, this plan is designed as a two year plan, with the actions involving a two year implementation or involvement time line. Action Type: Alignment Action Type: Equity	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$4668

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose

interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

Supporting Data:

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3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal

All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for .13 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Equity	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Alignment	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
6th grade and High School teachers meet to determine how to bridge the gap between	Dr Geary Brown	Start: 07/01/2013	<ul style="list-style-type: none"> • Teachers 	

elementary and High School. Action Type: Alignment Action Type: Collaboration		End: 06/30/2014		ACTION BUDGET: \$
WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.

1. Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: Administrative Support for Wellness
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre- and Post- assessment of the School Health Index Module. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

NEEDS ASSESSMENT SUMMARY: Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Graduation is a key element of the waiver and we strive to see 100% of our studnets meet that life event.

Priority 4:

- When a student reaches 9th grade he/she becomes a member of a cohort for graduation in four years. We will develop a spreadsheet of all 9, 10, 11 and 12 grade Oark students to ensure they are making progress toward graduation. When a student in a cohort no longer attends Oark High School there will be documentation. Same action for students who enroll in Oark High School.
- 2011 Graduation Rate at Oark High School: TAGG: 80.00% non-TAGG: 84.62% 2012 Graduation Rate goal for Oark High School: TAGG: 84.38% non-TAGG: 84.38%

Supporting Data:

Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency. Graduation Rate was an added school accountability requirement for identifying the health of the school. Oark High School 2011 TAGG (Targeted Acievement Gap Group) Baseline Graduation Rate was 80% (goal was 82.81%) and was classified as a Needs Improvement Focus School. The TAGG Graduation Rate for 2012 was 82.81% (goal was 84.38%). The

TAGG Graduation Rate for 2013 was 100% (goal was 93.75%). Because there were less than 10 graduates in 2013, Oark High School was not identified because of Graduation Rate. The goal for 2014 is 94.45%.

As students enter 9th grade a cohort is created. Each cohort is tracked to graduation, four years later. The 2013 Oark Graduating Class cohort began in 2010, when these students were Freshmen. The graduation rate for this class is determined by the percent of students who created the cohort compared to the percent of students who graduate. The goal for 2014 Oark graduation is 94.45%

Benchmark

Intervention: Help students and their parent(s)/guardian(s) realize the importance of a quality education and the impact graduation will have on their lives.				
Scientific Based Research: Opportunities in America: The role of education, I. Sawhill, Brookings Institute, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Class meetings will be held during the school year to address the importance of a degree plan for each student. The importance of graduation from high school will also be a theme of these meetings. Each class will be educated on the graduation rate cohort system. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Anne Moore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Placed in each student's permanent record will be documentation that the student began his/her school career at Oark Schools or the legal transfer documentation into Oark Schools, and/or status. When students reach 9th grade and create the graduation cohort for that eventual graduating class, a spreadsheet will be developed that contains members of the cohort and documentation relevant to graduation. Each cohort will be tracked to graduation. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Dr. Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Collaboration

Priority 1:

NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We

conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal

All students will demonstrate an improvement in their reading and writing abilities.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught.	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

<p>Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Purchase Accelerated Reader Books, Tests and supplies. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> School Library Teachers 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Teachers will reteach any SLE or CCSS standard that did not score at the specified 75% level.</p> <p>Action Type: Collaboration</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>High School language arts teacher will assign a writing assignment to the 6th grade class during the 4th quarter of school. The HS teacher will provide feedback to the 6th grade class in order to transition their writing skills to HS.</p> <p>Action Type: Collaboration</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$1000</p>
<p>Intervention: Parent Involvement</p>				
<p>Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.</p>				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection. Each teacher will provide a class syllabi explaining teacher expectations and communication information, and testing information Action Type: Collaboration Action Type: Parental Engagement</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Collaboration Action Type: Parental Engagement</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>SCHOOL-PARENT COMPACT: Our school has developed and distributes annually, to all students, at the beginning of school, a School-Parent Compact. The School-Parent Compact is a component of the school Title 1 Parental Involvement Policy, and is a written agreement between the</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$

<p>school, the parents and children served. The compact identifies the activities that the parents, school staff, and the student will undertake to share the responsibility for improved achievement to help meet the State's high academic standards. Parents are asked to return the document with the appropriate signatures to the school office. Signed Compact's will be kept on file in the school office.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
Total Budget:				\$0

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

Supporting Data:

1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75%% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was

71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
6th grade and High School teachers meet to determine how to bridge the gap between elementary and High School. Action Type: Alignment Action Type: Collaboration	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.
- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
 - School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
- Supporting Data:

Goal Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District has developed wellness policies in collaboration with the district Wellness Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Oark High School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities.	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre- and Post-assessment of the School Health Index Module. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..</p>				
<p>Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).</p>				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Oark High School supports making physical activity and healthy foods widely available by allowing students access to the gym after eating lunch and makes healthy food choices widely available by providing healthy options in the vending machines.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Oark High School encourages school staff to exhibit qualities of positive role models for healthy eating and physical activity through policy development and staff driven programs.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Oark High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

per survey results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
Oark High School will ensure access to mental health providers through the school based mental health program. Students who experience mental health needs are at a greater risk for poor academic performance, tend to have a higher BMI, and are at a greater risk for developing physical health problems. Students will be referred by school staff and served by qualified and licensed mental health professionals. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will support providing marketing education that encourages students to make healthy food and physical activity choices, such as the Fuel Up to Play 60 program and healthteacher.com Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Equity

NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Priority 1:

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we

will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities. Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Benchmark

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review. Action Type: AIP/IRI Action Type: Alignment	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Technology Inclusion	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library 	Title I - Purchased \$800.00 Services: <hr/> ACTION BUDGET: \$800
TWO YEAR PLAN- As a matter of information, this plan is designed as a two year plan, with the actions involving a two year implementation or involvement time line. Action Type: Alignment Action Type: Equity	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$800

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

- Supporting Data:
1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
 2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for .13 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Equity	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities. Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Benchmark

Intervention: Parent Involvement

Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection. Each teacher will provide a class syllabi explaining teacher expectations and communication information, and testing information Action Type: Collaboration Action Type: Parental Engagement</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT MEETINGS: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: What students will be learning; How students will be assessed; What parents should expect for their child's education; planned activities that parents will be invited to participate include: Science Fair Orientation and open house, Band concerts, Parent/Student Literacy Night, Parent/Math Night and Veterans Day Programs. Action Type: Parental Engagement</p>	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book listing. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home will be made available to all</p>	Dr GEary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

parents. Action Type: Parental Engagement				
RESOLUTION PROCESS: Each student is given a Student Handbook which will include the school's process for resolving parental concerns and tips for how parents can foster their child's success. It includes how to define a problem, whom to approach first, and how to develop solutions. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	_____ ACTION BUDGET: \$
PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Collaboration	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$

Action Type: Parental Engagement				
PARENT TEACHER CONFERENCES: To encourage communication with parents, the school will schedule no fewer that two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week grading period. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>OPEN HOUSE: Our school will host open-house for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations. Action Type: Parental Engagement</p>	Kerry Saylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOL-PARENT COMPACT: Our school has developed and distributes annually, to all students, at the beginning of school, a School-Parent Compact. The School-Parent Compact is a component of the school Title 1 Parental Involvement Policy, and is a written agreement between the school, the parents and children served. The compact identifies the activities that the parents, school staff, and the student will undertake to share the responsibility for improved achievement to help meet the State's high academic standards. Parents are asked to return the document with the appropriate signatures to the school office. Signed Compact's will be kept on file in the school office. Action Type: Collaboration Action Type: Parental Engagement</p>	Dr Geary Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT CENTER: A parent center will be accessible to all parents. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents. Materials and supplies will be purchased to support parental involvement. This activity is</p>	Dr Geary Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>

supplemental to the program or activity already implemented with state or local funds. Action Type: Parental Engagement				
FORMATIVE EVALUATION: A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement activities. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
SUMMATIVE EVALUATION: A summative evaluation will be compiled using student and parent survey results', Input will be sought concerning Open House, Parent Nights, Parent/Teacher Conferences, and other parent involvement ideas. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Parental Engagement	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$

<p>school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Parental Engagement</p>				
<p>Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) - \$2700.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$2700</p>
<p>Total Budget:</p>				<p>\$3700</p>

Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.

- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
- School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

<p>Intervention: Administrative Support for Wellness</p>
<p>Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food</p>

and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District has developed wellness policies in collaboration with the district Wellness Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School supports making physical activity and healthy foods widely available by allowing students access to the gym after eating lunch and makes healthy food choices widely available by providing healthy options in the vending machines. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will attempt to involve parents in physical	Dr Geary Brown	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

<p>activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Oark High School will support providing marketing education that encourages students to make healthy food and physical activity choices, such as the Fuel Up to Play 60 program and healthteacher.com Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown, Angela Kitchen</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

NEEDS ASSESSMENT SUMMARY: Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Graduation is a key element of the waiver and we strive to see 100% of our students meet that life event.

Priority 4:

1. When a student reaches 9th grade he/she becomes a member of a cohort for graduation in four years. We will develop a spreadsheet of all 9, 10, 11 and 12 grade Oark students to ensure they are making progress toward graduation. When a student in a cohort no longer attends Oark High School there will be documentation. Same action for students who enroll in Oark High School.
2. 2011 Graduation Rate at Oark High School: TAGG: 80.00% non-TAGG: 84.62% 2012 Graduation Rate goal for Oark High School: TAGG: 84.38% non-TAGG: 84.38%

Supporting Data:

Goal All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency. Graduation Rate was an

added school accountability requirement for identifying the health of the school. Oark High School 2011 TAGG (Targeted Achievement Gap Group) Baseline Graduation Rate was 80% (goal was 82.81%) and was classified as a Needs Improvement Focus School. The TAGG Graduation Rate for 2012 was 82.81% (goal was 84.38%). The TAGG Graduation Rate for 2013 was 100% (goal was 93.75%). Because there were less than 10 graduates in 2013, Oark High School was not identified because of Graduation Rate. The goal for 2014 is 94.45%.

Benchmark

As students enter 9th grade a cohort is created. Each cohort is tracked to graduation, four years later. The 2013 Oark Graduating Class cohort began in 2010, when these students were Freshmen. The graduation rate for this class is determined by the percent of students who created the cohort compared to the percent of students who graduate. The goal for 2014 Oark graduation is 94.45%

Intervention: Help students and their parent(s)/guardian(s) realize the importance of a quality education and the impact graduation will have on their lives.				
Scientific Based Research: Opportunities in America: The role of education, I. Sawhill, Brookings Institute, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
There will be an evening meeting of the 8th grade students and their parent(s)/guardian(s) in the spring. The guest speaker will be a representative of an Arkansas University or the Arkansas Department of Education. The purpose of the assembly will be to explain the cohort graduation system and the need for each student to graduate and the reasons why. Action Type: Parental Engagement Action Type: Professional Development	Anne Moore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> ACTION BUDGET: \$
Class meetings will be held during the school year to address the importance of a degree plan for each student. The importance of graduation from high school will also be a theme of these meetings. Each class will be educated on the graduation rate cohort system. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Anne Moore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Placed in each student's permanent record will be documentation that the student began his/her school career at Oark Schools or the legal transfer documentation into Oark Schools, and/or status. When students reach 9th grade and create the graduation	Dr. Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

cohort for that eventual graduating class, a spreadsheet will be developed that contains members of the cohort and documentation relevant to graduation. Each cohort will be tracked to graduation. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development				
Total Budget:				\$0

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1:	<p>NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS</p>
Supporting Data:	<ol style="list-style-type: none"> 1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas. 2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74% 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59% 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%
Goal	All students will demonstrate an improvement in their reading and writing abilities.
Benchmark	Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is

classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT- We will meet on a semi-annual basis to evaluate our schoolwide needs. After each professional development, teachers will be surveyed. This data will assist in planning and making decisions relating to professional development within our building. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the district to meet the required state development hours. State and federal professional development funds will be set aside to provide for appropriate instructional staff and administrators to attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. It provides for consultant fees, conference fees, travel, room and board, as well as materials and supplies. State professional development funds will be used to meet these various teacher/administrator minimum hour specifications: technology, 6 hours annually; parent involvement 2 or 3 hours annually; teachers of Arkansas History, 2 hours annually and data disaggregation. Each administrator must have an initial 60 hours of professional development, to include, data disaggregation, instructional leadership, and fiscal</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>management. After initial 60 hours, administrators are required to have 4 hours annually. State funds may also be used for bus driver training. Professional development may include; TLI training, Rubrics, AETN IDEAS, Accelerated Reader, Accelerated Math, Success Maker, Nova Net, Mentoring, training relating to implementation of interim assessments, academic facilitators, special education, implementing or upgrades for new technology programs, and other professional development as may be needed or required throughout the course of the school year. Funds may also be used for substitutes for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. Action Type: Professional Development</p>				
<p>Teachers attend meetings relating to effective literacy strategies and implementation of the Common Core State Standards during the summer and school year. Action Type: Professional Development</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Parent Involvement

Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
Action Type: Professional Development				
Total Budget:				\$0

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

- Supporting Data:
1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
 2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>SETTING ASIDE TITLE 1 FUNDS to pay for professional development activities to improve upon the identified low area of open response in math, specifically measurement, geometry, and algebra. Activities such as, but not limited to professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve the identified areas. Provides for consultant fees, conference fees, travel, room and board, as well as materials and supplies. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the district to meet the required state development hours. State professional development funds will be used to meet these various teacher/administrator minimum hour specifications: Technology, 6 hours annually; Parent Involvement, Teachers shall have no fewer than 2 hours of professional development opportunities designed to enhance understanding of</p>	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>effective parental involvement strategies. Administrators shall have no fewer than 3 hours of professional development designed to enhance the understanding of effective parental involvement strategies and importance of administrative leadership in setting expectations and creating a climate conducive to parental participation; Teachers of Arkansas History, 2 hours annually and data disaggregation. Each administrator must have 60 hours of professional development, to include, data disaggregation, instructional leadership, and fiscal management. Professional development may include, but not limited to; Rubrics, AETN IDEAS, Accelerated Math, Success Maker, Nova Net, Mentoring, academic facilitators, special education, implementing or upgrades for new technology programs, training on interim assessments and other professional development as may be needed or required throughout the course of the school year. State funds may also be used for bus driver training. Funds may also be used to pay substitutes used for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. Federal professional development funds are supplemental to the program already implemented with state or local funds. Action Type: Professional Development</p>				
Total Budget:				\$0

- Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.
1. Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
 2. School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs –
- Supporting Data:

Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Goal Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$0

Priority 4: NEEDS ASSESSMENT SUMMARY: Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Graduation is a key element of the waiver and we strive to see 100% of our students meet that life event.

- Supporting Data:
1. When a student reaches 9th grade he/she becomes a member of a cohort for graduation in four years. We will develop a spreadsheet of all 9, 10, 11 and 12 grade Oark students to ensure they are making progress toward graduation. When a student in a cohort no longer attends Oark High School there will be documentation. Same action for students who enroll in Oark High School.
 2. 2011 Graduation Rate at Oark High School: TAGG: 80.00% non-TAGG: 84.62% 2012 Graduation Rate goal for Oark High School: TAGG: 84.38% non-TAGG: 84.38%

Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency. Graduation Rate was an added school accountability requirement for identifying the health of the school. Oark High School 2011 TAGG (Targeted Achievement Gap Group) Baseline Graduation Rate was 80% (goal was 82.81%) and was classified as a Needs Improvement Focus School. The TAGG Graduation Rate for 2012 was 82.81% (goal was 84.38%). The TAGG Graduation Rate for 2013 was 100% (goal was 93.75%). Because there were less than 10 graduates in 2013, Oark High School was not identified because of Graduation Rate. The goal for 2014 is 94.45%.

Benchmark: As students enter 9th grade a cohort is created. Each cohort is tracked to graduation, four years later. The 2013 Oark Graduating Class cohort began in 2010, when these students were Freshmen. The graduation rate for this class is determined by the percent of students who created the cohort compared to the percent of students who graduate. The goal for 2014 Oark graduation is 94.45%

Intervention: Help students and their parent(s)/guardian(s) realize the importance of a quality education and the impact graduation will have on their lives.

Scientific Based Research: Opportunities in America: The role of education, I. Sawhill, Brookings Institute, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>There will be an evening meeting of the 8th grade students and their parent(s)/guardian(s) in the spring. The guest speaker will be a representative of an Arkansas University or the Arkansas Department of Education. The purpose of the assembly will be to explain the cohort graduation system and the need for each student to graduate and the reasons why.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Anne Moore	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Class meetings will be held during the school year to address the importance of a degree plan for each student. The importance of graduation from high school will also be a theme of these meetings. Each class will be educated on the graduation rate cohort system.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Anne Moore	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Placed in each student's permanent record will be documentation that the student began his/her school career at Oark Schools or the legal transfer documentation into Oark Schools, and/or status. When students reach 9th grade and create the graduation cohort for that eventual graduating class, a spreadsheet will be developed that contains members of the cohort and documentation relevant to graduation. Each cohort will be tracked to graduation.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Dr. Geary Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 5:

NEEDS ASSESSMENT SUMMARY: Oark High School has been identified as a NEEDS IMPROVEMENT FOCUS SCHOOL. One assignment is developing a Targeted Improvement Plan (TIP) by the end of the first semester of the 2012 school year. We have empowered a school improvement committee which will work concurrently with the ACSIP Leadership Team. We have reserved a Scholastic Audit during October and will use finding to finish the TIP.

Supporting Data:

Goal All teachers will increase their knowledge of effective teaching strategies, deliver rigorous curricula align the curriculum to high stakes testing, research current best practice in education and time-on-task strategies to help each student reach high performance standards expectations.

Benchmark Research, development and implementation of effective teaching strategies as demonstrated by improved lesson plan documentaion by using Grade Quick software.

Benchmark Decrease in discipline referrals during classtime.

Benchmark Documentation of teacher/learner interaction at Bloom's Application & Analysis Cognitive Domains.

Intervention: Oark Secondary Staff will demonstrate effective use of instructional techniques that lead students to apply and analyze assignments.				
Scientific Based Research: A taxonomy for learning, teaching, assessing: A revision of Bloom's Taxonomy of Education. L.W. Anderson, Longman, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will continue to read professional articles related to current best instructional practices and student achievement Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will discuss current practices and student work during professional development meetings to problem solve in areas of weakness. Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers meet weekly to discuss student acheivement, current trends in educational practices and sound instructional strategies. Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal Understand and apply Data Driven Instruction

Benchmark Implementation of 5 essential elements of effective data-driven education into each classroom.

Intervention: Teachers will recognize and be able to plan and incorporate the 5 essential elements of data-driven instruction i				
Scientific Based Research: Transforming Teaching & Learning through Data-Driven Decision Making, Ellen Mandinach & Sharnell Jackson, Corwin Press, 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
teachers will be trained in identifying and incorporating *good baseline date, *measurable instructional	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

goals, *using frequent formative assessment, *extending our professional learning communities, and *using focused instructional interventions. Action Type: Professional Development			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Intervention: Teachers will learn how to effectively collect and analyze summative data
 Scientific Based Research: Evaluating Programs to Increase Student Achievement, Martin H. Jason, Corwin Press, 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Monthly professional development meetings will be conducted after school. Teachers will be instructed in pulling summative data from district data management and analysis systems. Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will learn how to effectively collect and analyze formative data
 Scientific Based Research: Formative Assessment: Making it Happen in the Classroom, H. Margaret Heritage, Corwin Press, 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Monthly professional development meetings will be conducted after school. Teachers will be instructed in pulling formative data from district data management and analysis systems. Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will be able to incorporate alignment and goal setting strategies into their classroom.
 Scientific Based Research: Designing and Teaching Learning Goals and Objectives (The Classroom Strategies Series), Robert J. Marzano, Marzano Research Laboratory, 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Monthly professional development meetings will be conducted after school. Teachers will be instructed in alignment and goal setting strategies. Action Type: Professional Development	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Action Type: Program Evaluation

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

- Supporting Data:
1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Purchase Accelerated Reader Books, Tests and supplies. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<p>Title I - Materials & \$1000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>PROGRAM EVALUATION: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, teacher observation of interactive lessons, skill checklists, periodic teacher made standardized tests, computer lab quizzes, mock benchmark exams, term or research papers,</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Blooms Higher Level Exams, Periodic Targeted Assessments, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's of the literacy frameworks and standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (SAT-10) and the CRT (Benchmark and EOC) exams. AMO will be achieved by meeting the expected benchmark target for the grade level range in a building (7-12) on percent of students proficient, or meeting the percent of student growth targets. At the high school level, the 11th grade literacy exam will be the summative evaluation for literacy, as well as the 9th grade SAT-10. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative sense,...which need revision...and which need to be abandoned. Reviewing trend data over the last three years (2011, 2012, 2013) we are showing gains in both performance and student growth.

Action Type: Program Evaluation

Setting aside funds for Literacy Lab books for the classroom. This purchase is supplemental to programs already implemented by state and local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Program Evaluation Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments 	NSLA (State-281) - \$334.00 Materials & Supplies: NSLA (State-281) - \$4334.00 Purchased Services: <hr/> ACTION BUDGET: \$4668
Total Budget:				\$5668

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oak High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

Supporting Data: 1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oak High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.

2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75%% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, teacher observation of interactive lessons, periodic teacher made standardized tests, computer lab quizzes, Blooms Higher Level Exams, projects or independent study, performance based skill assessments. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's math frameworks and standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>(SAT-10) and the CRT (Benchmark and EOC) exams. AMO will be met by meeting the goal expectation percent of students proficient or advanced in performance or growth on the EOC in Algebra or Geometry and the SAT 10 for 9th grad students. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative sense,...which need revision...and which need to be abandoned. PROGRAM EVALUATION: During the 2011-2012 School Year we elected to use interim assessments as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. 52% of our students scored proficient, or advanced, on the first assessment compared to 85%, on the last. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2013-2014 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM: The Learning Institute formative assessments and benchmark summative test score will be used. We will report the results in our 2013/2014 Plan and use the results to determine whether the objectives of this Intervention/Program were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. \$ [Modify] [Delete] Action Type: Program Evaluation</p>				
WE COORDINATE AND INTEGRATE our various	Kerry Saylor	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	_____

<p>programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.

- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
- School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

<p>Intervention: Administrative Support for Wellness</p>				
<p>Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and</p>	<p>Dr Geary Brown, Angela Kitchen</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

professional development activities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$0

Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

Priority 1:

NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal

All students will demonstrate an improvement in their reading and writing abilities.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review.	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

Action Type: AIP/IRI					
Action Type: Alignment					
Action Type: Collaboration					
Action Type: Equity					
Action Type: Program Evaluation					
Action Type: Special Education					
Total Budget:					\$0

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1:	<p>NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS</p>
Supporting Data:	<ol style="list-style-type: none"> 1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas. 2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74% 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59% 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%
Goal	<p>All students will demonstrate an improvement in their reading and writing abilities. Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was</p>
Benchmark	<p></p>

61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Technology Inclusion	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers School Library 	Title I - Purchased Services: \$800.00 <hr/> ACTION BUDGET: \$800
Providing funds for the implementation of Renaissance Place web based Accelerated Reader/Star Reading. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teaching Aids 	Title I - Purchased Services: \$862.00 <hr/> ACTION BUDGET: \$862
Setting aside funds to purchase 10 computers @ \$990 each to be utilized for supplemental instruction to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Capital Outlay: \$10400.00 <hr/> ACTION BUDGET: \$10400

Setting aside Title 6A funds to be used like Title 2D for the purchase of the Microsoft Enrollment for Education Solutions (EES). This provides Microsoft software services and virus protection under a single agreement. These services are supplemental to those already provided with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		Title VI State - Purchased Services: \$1020.00 <hr/> ACTION BUDGET: \$1020
Total Budget:				\$13082

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

- Supporting Data:
1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
 2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
 3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
 4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal: All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54

and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to support the Arkansas Works Initiative Career Coach. These costs include Career Coaches' expenses (Travel, Training, Communications and Supplies only) and ACT Academy. This program is supplemental to those already provided by state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$5634.00 <hr/> ACTION BUDGET: \$5634
Total Budget:				\$5634

Action Type: Title I Schoolwide

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions and coordinate state and federal funding resources to meet our needs. Over the last three years we find OPEN RESPONSE to be the lowest area in all grade spans. TO IMPROVE LITERACY SKILLS

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
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3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase Accelerated Reader Books, Tests and supplies. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	Title I - Materials & \$1000.00 Supplies: <hr/> ACTION BUDGET: \$1000
Setting aside funds to purchase classroom literacy materials and supplies. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & \$2100.20 Supplies: <hr/> ACTION BUDGET: \$2100.2
Setting aside funds for Literacy Lab books for the classroom. This purchase is supplemental to programs already implemented by state and local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Program	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

Evaluation Action Type: Title I Schoolwide				
Hire .25 FTE highly qualified High School counselor, Ann Moore, to supplement the required counseling position. This employment is supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	NSLA (State-281) - Employee Benefits: \$3654.00 NSLA (State-281) - Employee Salaries: \$14615.50 <hr/> ACTION BUDGET: \$18269.5
Providing funds for the implementation of Renaissance Place web based Accelerated Reader/Star Reading. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teaching Aids 	Title I - Purchased Services: \$862.00 <hr/> ACTION BUDGET: \$862
Employment of 0.75 FTE highly qualified instructional assistant, Misty Cummings, to supplement instruction in grades 7-12. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014		Title I - Employee Salaries: \$12099.00 Title I - Employee Benefits: \$3025.00 <hr/> ACTION BUDGET: \$15124
Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The	Dr. Geary Brown	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$3000.00 <hr/> ACTION BUDGET: \$3000

successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide				
Total Budget:				\$40355.7
Intervention: Parent Involvement				
Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Purchased Services: \$2700.00 <hr/> ACTION BUDGET: \$2700
Total Budget:				\$2700

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG (economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

Supporting Data:

1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%

3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75%% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Providing funds for Math classroom supplies and materials. This purchase is supplemental to programs already provided with state and local funds. Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teaching Aids 	Title I - Materials & Supplies: \$3600.15 <hr/> ACTION BUDGET: \$3600.15
WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Setting aside funds for gizmo online Math simulations to supplement math instruction and improve interaction. Action Type: Title I Schoolwide	Geary Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$3600.15

Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.

- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
- School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District has developed wellness policies in collaboration with the district Wellness Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. The	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness				
Oark High School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre- and Post-assessment of the School Health Index Module. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School supports making physical activity and healthy foods widely available	Dr Geary Brown	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

<p>by allowing students access to the gym after eating lunch and makes healthy food choices widely available by providing healthy options in the vending machines.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Oark High School encourages school staff to exhibit qualities of positive role models for healthy eating and physical activity through policy development and staff driven programs.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Oark High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide Action Type: Wellness				
Oark High School will ensure access to mental health providers through the school based mental health program. Students who experience mental health needs are at a greater risk for poor academic performance, tend to have a higher BMI, and are at a greater risk for developing physical health problems. Students will be referred by school staff and served by qualified and licensed mental health professionals. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will support providing marketing education that encourages students to make healthy food and physical activity choices, such as the Fuel Up to Play 60 program and healthteacher.com Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown, Angela Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The school nurse; A vital member of the education team.

Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, Educational Horizons.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire 1.0 FTE school nurse, Angela Kitchen. NSLA funds will be utilized at .5 High School and .5 Elementary School. This is supplemental to the required 1.0 FTE district requirement. The School Nurse will complete required screening as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$4896.00 Employee Benefits: NSLA (State-281) - \$19583.00 Employee Salaries: <hr/> ACTION BUDGET: \$24479
Total Budget:				\$24479

Action Type: Title I Target Assistance

There is no data for the Action type "Title I Target Assistance".

Action Type: Wellness

Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.

1. Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District has developed wellness policies in collaboration with the district Wellness Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

<p>Oark High School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown, Angela Kitchen</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown, Angela Kitchen</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre- and Post-assessment of the School Health Index Module. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to</p>	<p>Dr Geary Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance, as well as pursue grants that expand access and provide resources to students..

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Oark High School supports making physical activity and healthy foods widely available by allowing students access to the gym after eating lunch and makes healthy food choices widely available by providing healthy options in the vending machines. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School encourages school staff to exhibit qualities of positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc.	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will ensure access to mental health providers through the school based mental health program. Students who experience mental health needs are at a greater risk for poor academic performance, tend to have a higher BMI, and are at a greater risk for developing physical health problems. Students will be referred by school staff and served by qualified and licensed mental health professionals. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will support providing marketing education that encourages students to make healthy food and physical activity choices, such as the Fuel Up to Play 60 program and healthteacher.com Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	Dr Geary Brown, Angela Kitchen	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: The school nurse; A vital member of the education team.				
Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, Educational Horizons.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Hire 1.0 FTE school nurse, Angela Kitchen. NSLA funds will be utilized at .5 High School and .5 Elementary School. This is supplemental to the required 1.0 FTE district requirement. The School Nurse will complete required screening as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>NSLA (State-281) - Employee Benefits: \$4896.00 NSLA (State-281) - Employee Salaries: \$19583.00</p> <hr/> <p>ACTION BUDGET: \$24479</p>
<p>Total Budget:</p>				<p>\$24479</p>